



Accessibility Policy & Template Accessibility Plan for Schools

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Approved by:	CEO
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VERSION CONTROL			
Version	Date	Author/Reviewer	Substantive changes since the previous version
DRAFT V0.1	Oct 24	MT/DD/GB	Updated policy for ONE Academy Trust. Incorporates the DfE statutory guidance effective Sept 23 MT reviewed and approved
DRAFT v0.2	March 25	MT/DD/GB	Accessible Schools Checklist added at Appendix 2 Headteacher consultation April 25. No change
V1.0	June 25	MT/DD/GB	Reference to Equality Impact Assessment added at para. 1.5 Approved for issue

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Appendices

Appendix 1 – Template Accessibility Plan for schools

Appendix 2 – Template for Accessibility Audit

(these are available separately as individual forms)

Associated Documents

ONE Academy Trust

- ONE15 - ONE Academy Trust Equality & Diversity Policy

School

- School Accessibility Plans
- Equality Duty Information Report (incorporating Equality Objectives)
- School Improvement/Development Plans
- Anti-bullying Policy
- Behaviour Policy

1. Aims

- 1.1 **EveryONE Matters...** This ethos underpins our aims, our values and our culture. ONE Academy Trust is committed to providing learning environments that value and include all pupils, staff, parents/carers and visitors regardless of their physical, sensory, social, educational, spiritual, emotional and cultural needs, **and enable full curriculum access and engagement in school life**. We are committed to maintaining and further developing a culture of inclusion, support and awareness within each school in our trust.

- 1.2 The vision and aims of each of our schools are based on providing the very best for every pupil and developing a sense of community and identity for the school. This is an entitlement for all pupils, including those with special educational needs or advanced gifts and talents. We endeavour to ensure that all pupils are integrated into the life of their school and are offered every opportunity to develop to the best of their ability. Our shared vision is to enrich our pupils' lives during their time with us.
- 1.3 ONE Academy Trust also recognises its responsibilities towards employees and will:
- Establish and monitor recruitment procedures to ensure that persons with disabilities are not discriminated against.
 - Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
 - Undertake reasonable adjustments to enable staff to access the workplace
- 1.4 The ONE Academy Trust Accessibility Plan is one of the ways in which the trust plans to fulfil its vision and aims for all.
- 1.5 An Equality Impact Assessment has been conducted on the impact of this policy to:
- Assess whether the policy has a differential impact on individuals or groups with protected characteristics.
 - Ensure the policy promotes equality of opportunity and eliminates discrimination.
 - Identify any potential barriers or adverse impacts and propose mitigating actions.

2. Scope

- 2.1 This policy sets out our commitment to improving accessibility for all and how we intend to make improvements in our schools.
- 2.2 This policy applies to everyone to whom ONE Academy Trust provides a service (e.g. our pupils and parents/carers), everyone who works or volunteers for the trust, everyone who applies to work for the trust, and everyone who provides services to it.
- 2.3 ONE Academy Trust recognises that each school within the trust faces different challenges and therefore each school is responsible for developing an Accessibility Action Plan to address its needs within the overall framework of the ONE Academy Trust Accessibility Plan. The Accessibility Action Plan for each school is structured to complement and support their Equality Objectives and SEND (Special Educational Needs and Disabilities) practice and ensure curriculum access for all pupils.

3. Legislation and Guidance

- 3.1 The Equality Act 2010 covers all aspects of school life. It covers how a school treats pupils and prospective pupils, parents and carers, employees, and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, a school must not discriminate, harass or victimise a pupil or potential pupil in relation to:
- admissions.
 - the way it provides education for pupils.
 - how it provides pupils access to any benefit, facility or service.

- excluding a pupil or subjecting them to any other detriment.

3.2 Tackling inequalities and disadvantages should therefore be reflected in every aspect of school life.

3.3 There is also a requirement under the Equality Act to make reasonable adjustments for disabled people. For schools the duty can be summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

3.4 Under the requirements set out in Section 3 of the Equality Act 2010, all schools in England and Wales must have an **Accessibility Plan** in place which sets out how the school will, over a prescribed period:

- (1) Increase the extent to which disabled pupils can participate in the school's curriculum;
- (2) Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school;
- (3) Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

3.5 The Accessibility Plan must be:

- in writing
- kept under review during the period to which it relates and, if necessary, revised
- implemented by the 'responsible body'.

3.6 In drawing up an Accessibility Plan, the 'responsible body' must:

- take into account the need to allocate adequate resources for implementing the plan.
- take account of the views and needs of parents, carers and pupils

3.7 The DfE recommend that the Accessibility Plan is updated at least every **3 years**. At ONE Academy Trust, each of our schools review their action plan and progress against their objectives regularly and update their published information accordingly (see para. 8 – Monitoring & Review).

4. Roles and Responsibilities

4.1 In ONE Academy Trust, the Trust Board (the responsible body) delegates responsibility for drawing up and implementing each school's Accessibility Action Plan to the headteacher and, where established, the local governing body of each school.

5. Publication

5.1 The ONE Academy Trust Accessibility Plan is made available online on the ONE Academy Trust website and individual school action plans are published on our school websites. Paper copies and copies in other formats can be made available upon request. Our children are helped to understand

our policy through age-appropriate means such as PSHE lessons, assemblies and discussions relating to individual needs.

6. The Accessibility Audit

- 6.1 Each school audits its accessibility requirements and provision to inform its Accessibility Action Plan. There is no prescriptive outline for the audit. An example is provided at Appendix 2.
- 6.2 Each school is responsible for:
 - Assessing current accessibility provision and identifying barriers to access or inclusion.
 - Reviewing the ways in which their current arrangements might prevent or hinder disabled pupils from accessing education and all other aspects of school life.
- 6.3 The review of access will cover the physical environment; the provision of auxiliary aids and services; teaching and learning practices; the curriculum; staff training; the culture and ethos of the school and the provision of written information.
- 6.4 In carrying out access audits and reviews, schools should aim, where possible, to consider information relating to future needs, either on an individual or a general basis.
- 6.5 Each school will keep a record of the accessibility audit.
- 6.6 In devising the Accessibility Action Plan, schools in ONE Academy Trust consider short, medium and long-term priorities and devise strategies to address these with clear implementation arrangements and a timeframe for work.

7. Consultation

- 7.1 The Accessibility Action Plan in each school has been developed based upon internal review and evaluation (including an accessibility audit), formal and informal consultations with pupils, parents, staff and governors of the school and takes account of feedback received. Outside agencies and specialists are also consulted where appropriate. The school will consult with stakeholders and experts when new situations regarding pupils with disabilities are identified or experienced.

8. Monitoring and Review

- 8.1 The Accessibility Action Plan for each school is monitored and progress is reviewed annually as a minimum by the headteacher. Progress and outcomes are reviewed and evaluated by the local governing body (where established), and ONE Academy Trust as part of the school service level agreement.
- 8.2 This overarching policy and each school's Accessibility Plan are updated every 3 years as a minimum.
- 8.3 The CEO sets the overarching policy and reviews progress as part of the trust's ongoing commitment to equality and diversity.

9. Raising Concerns

- 9.1 If you have any concerns relating to accessibility in school, please contact the headteacher of the relevant school in the first instance to discuss your concerns. If you are not satisfied with the

outcome of these discussions, the ONE Academy Trust Complaints Procedure covers the accessibility plan and sets out the formal process for raising these concerns. For staff, the ONE Academy Trust Grievance Procedure will be relevant.

Template School Accessibility Action Plan for (insert 3 year period) – updated (insert date)

Current Good Practice

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1. Management & Review

Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
Short Term					
1.1					
Medium Term					
1.2					
Long term					
1.3					

2. Improve Physical Access

Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
Short Term					
2.1					
Medium Term					
2.2					
2.3					
Long term					
2.4					

3. Improve Curriculum Access					
Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
Short Term					
3.1					
3.2					
Medium Term					
3.3					
Long term					
3.4					

4. Improve Access to Information					
Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
Short Term					
4.1					
4.2					
Medium Term					
4.3					
Long term					
4.5					

Insert logo **XXXXXX Primary School Accessibility Audit (updated insert date)**

Point	Action	In Place		
		Yes	No	Needs Checking
External:				
Are pathways into and around the school level or suitable for a wheelchair user and edges of pathways marked?				
Are pathways into and around the school well maintained and free of hazards e.g., leaves?				
Are all external and internal doors level or with ramped access?				
Are door security systems accessible to all?				
Do all external and internal doors have a clear colour contrast between the door frame and wall and door handle and door? Are handles and a door bell (where appropriate) at wheelchair user height?				
Do driveway and car access areas have clear marked, designated crossing zones?				

Point	Action	In Place		
		Yes	No	Needs Checking
Is there designated parking for disabled drivers?				
Can all students access the outdoor sporting facilities and are markings clear?				
Are all rails, bollards etc in high contrast colours?				
Moving around the school:				
Are steps highlighted with yellow or white non slip paint?				
Are risers on the steps also highlighted in contrasting paint?				
Is lighting in corridors and on stairs of good quality and even, not patchy?				
Can a pupil who uses a wheelchair move freely around the corridors and access all classrooms without encountering steps, stairs or clutter?				
Is there flexibility over lesson change times to enable pupils to move around school at quieter times?				

Point	Action	In Place		
		Yes	No	Needs Checking
Have all reasonable steps been taken to reduce background noise in corridors?				
If the internal environment is compromised by changes in levels can timetabling overcome these barriers without affecting the inclusion of a pupil?				
Are evacuation procedures and fire alarms accessible to all pupils in all areas of the school?				
Are door handles fitted at a height accessible to all?				
Are light switches at an appropriate height level for all children and in areas of low light are they able to be locked on or off?				
Wherever possible plain glass doors should be avoided. However where they are already there are they marked at a variety of levels to improve visibility?				
Is/are there accessible toilet(s) of a size to accommodate a changing couch and hoist (Derbyshire standard)?				
Are there quiet or 'chill out' areas in the school for children to visit when required? If so are these rooms appropriately decorated and free from over stimulation?				
Signage:				

Point	Action	In Place		
		Yes	No	Needs Checking
Are doors labelled at a variety of heights (including at eye level) and accessible to all users?				
Do toilet doors have clear accessible signs?				
Are signs of an appropriate size and in contrasting colours to doors?				
Is the language used in signs accessible and do signs have visual cues?				
Standard Classrooms				
Are classrooms organised to give the disabled pupil easy access to their own specialist or adapted equipment?				
Are adequate sockets available in rooms for additional technology used by a child and in positions which will avoid trailing wires?				
Is there adequate space for the secure storage of additional specialist pupil equipment and materials?				
Are classrooms organised to give the disabled pupil easy access to classroom resources?				

Point	Action	In Place		
		Yes	No	Needs Checking
Is appropriate, low cost specialist equipment provided?				
Is light controllable by anti-glare film/blinds?				
Are backgrounds to electronic displays set to buff wherever possible?				
Buff paper to be used wherever possible for all children				
Overlays available in classrooms in a range of colours				
Other areas: Assembly Hall, Library, Dining Servery and Hall, Gymnasium, Reception and Other:				
Moveable furniture to accommodate a wheelchair?				
Appropriate lighting levels (controllable by blinds, lockable light switches etc)				
The best possible achievable acoustic environment limiting background noise and reverberation				

Point	Action	In Place		
		Yes	No	Needs Checking
Do these areas have: An accessible layout for all pupils (e.g. space, height of furniture)				
Curriculum Access				
Are all materials, resources and exam specifications checked for clarity of information, layout, print size and accessibility before use?				
Does the delivery of lessons take into account the needs of all children				